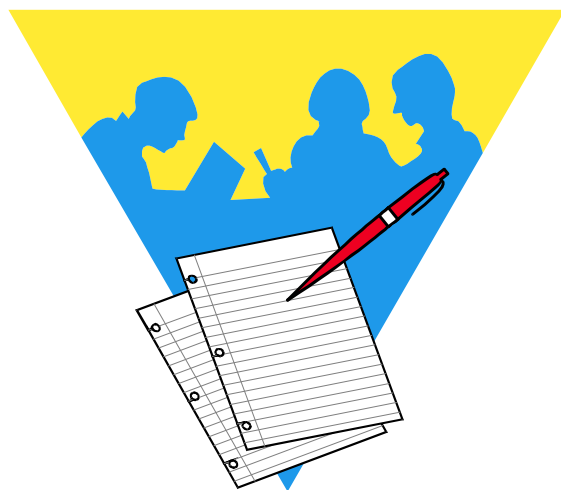


PART II



SAMPLE UNITS/LESSONS

PART II

3 STANDARDS-BASED SAMPLE UNITS DEVELOPED BY RHODE ISLAND EDUCATORS

Titles of three (3) Units:

- A. *A Geoportrait of Your Community*
- B. *A Lighthouse Journey*
Teacher's Guide & Student Booklet
- C. *Meeting of the Minds: (Let's Talk History) A Journey into the Minds of Famous Women*

The first unit included in Part II of this document, *A Geoportrait of Your Community*, was created by Rhode Island teachers who were members of the statewide committee that wrote the initial February, 1998 DRAFT version of this GUIDE.

Two new units, *Lighthouse Journey* and *Meeting of the Minds*, are included in Part II of this GUIDE. These units were selected for inclusion because they model a strategy for embedding performance assessments within standards-based social studies units. Both of these new units were developed and consistently revised over several years of simultaneous classroom piloting and participation in a graduate level curriculum course. Furthermore, the teacher authors of these units participated in professional development institutes that were based upon this embedded assessment model.

Two (2) exemplary standards-based units, *Putting Rhode Island on the Map* and *Network of Lessons*, were originally included in Chapter 3 of the 1998 DRAFT GUIDE but technical considerations have made it impossible to include them here. Copies of these two units can be obtained by contacting the RI Social Studies Association (RISSA- see page 137, Part III, Resource Guide).

The *Putting Rhode Island on the Map* unit is a network of five (5) social studies lessons developed for Grades 5-8 in which students create, use and interpret maps to study Rhode Island's geography, history and economy. These five (5) lessons can be used together as a single unit of study or integrated individually into existing curriculum to lend a local perspective to wider global themes.

The unit *Network of Lessons* is a high school unit on comparative immigration and immigration patterns in U. S. History with an emphasis on Rhode Island.

PART II: UNIT A

A Standards-Based Sample Unit, Grades K-6

Title: *A Geo-portrait of Your Community*

Author: Helen Johnson, Wickford Elementary School

Goals of Unit: Students will develop an appreciation and understanding of their community through applying geographic, civic, historical and economic principles.

GRADE LEVELS: K-3 and 4-6 - adaptable by teacher

TIME NEEDED: discretionary, depending on teacher and class

CLASSROOM LESSONS:

- Lesson 1 - Build a Town
- Lesson 2 - Create a Travel Brochure/Poster
- Lesson 3 - Economics of Your Community
- Lesson 4 - Who We Are: Identity Boxes
- Lesson 5 - Memory Lane

Lesson 1

Title: Build a Town

Grade level: K-6

Objectives: After completing this activity the student should have a greater understanding awareness of the makeup of the local community and of the importance of effective town planning.

Standards Addressed:

Geography

- #3 How to analyze the spatial organizations of people, places, and environments on earth's surface.
- #12 The processes, patterns, and functions of human settlement.
- #14 How human actions modify the physical environment.
- #18 How to apply geography to interpret the present and plan for the future.

Social Studies

- #3 People, Places, and Environments.

Resources/Materials:

A collection of student milk boxes, cereal boxes, jewelry boxes and other small containers of various shapes and sizes. (Boxes can also be made from 3-dimensional geometric templates.) Poster paint, construction paper, felt tip pens, blue scissors, butcher paper.

Activities and Procedure:

1. Talk with students in a group setting about the community in which they live. Lead the discussion to draw on students' awareness of buildings, streets, parks, or features unique to the community.
2. Plan and conduct a class field trip to observe the actual make-up of the community. Ask the students to make notes to help in constructing a model of the community.
3. Return to the classroom to construct the model community. Ask the students to assist in drawing in outline form the streets or roads that comprise the community as they have viewed it. Begin with "Main Street" and work from there. The plan may be first drawn on the chalkboard and then transferred to the butcher paper placed on the floor. Discuss the "zones" or regions of the town, for shopping/businesses/homes, parks, industries, town services, etc. Make sure there is a river and a lake for students to consider.
4. Direct the students to work in small groups to make buildings from the boxes and art supplies.
5. Place the boxes in appropriate spots on the streets and on the roads that are drawn on the paper.
6. Make traffic lights, street signs, trees, flowers, grass, etc. from various art supplies to add realistic interest.
7. Provide time and opportunity for the students to talk freely about the model.
 - What impact do the buildings have on the local environment?
 - Are town facilities conveniently located?
 - Where are schools?
 - Is there room for growth?
8. Compare to other actual maps of the town
9. Discuss "scale" and "relative distances" in relation to the maps and model.
10. Orally share the results along with the maps of their town. Discuss what was and/or wasn't included according to each groups perceptions of what is important.

Assessment activity:

Students can draw a map of the model and include a sentence or two explaining areas of development.

Lesson 2

Title: Travel Brochure/Poster

Grade level: K-6

Overview: The students create a travel brochure or poster advertising their town or city.

Objectives: to give an opportunity to consolidate information in an entertaining creative way; to develop a brochure that can include history, landmarks, climate information, population statistics, town services and any other items the teacher and class may decide upon.

Standards Addressed:

Geography

#4 The physical and human characteristics of places.

#17 How to apply geography to interpret the past.

Social Studies

#3 People, Places, and Environments

#5 Individuals, Groups, and Institutions

Resources/Materials:

Local library books and resources
Chamber of Commerce information
Town and state maps
Published tourist pamphlets
Art materials?
Construction paper

Activities and Procedures:

1. Create a center for all collected resources in the classroom.
2. Invite a speaker from the Town Hall or Historical Society to provide background information.
3. Go on a walking tour of the area and have students take notes of homes, landmarks, monuments, shopping, etc.
4. Write travel directions to their hometown from nearby bus terminal, Amtrak station or airport.
5. Develop a narrative describing historical and interesting sites within their town or city that a traveler should visit.
6. Illustrate some places that might entice tourists to visit.
7. After the above has been completed design and assemble their brochure. The class can be divided into groups and each group can take one aspect of the town to concentrate on, such as historical landmarks, cemeteries, famous people,

recreational hot spots, a shopping guide to area businesses, or an architectural tour of notable buildings.

8. Provide a showcase for the completed brochures, the town library, the school library, the Chamber of Commerce, etc.

Lesson 3

Title: Economics of Your Community

Grade level: Primary

Goals of the Unit: Students will identify the productive resources of their community.
Students will distinguish among the three types of productive resources - natural, capital, and human.

Standards Addressed:

Geography

#11 The pattern and networks of economic interdependence on earth's surface.
National Voluntary Content Standards for Pre-College Economics Education,
Introduction to Standards -- Standard 1: Productive resources are limited.
Therefore, people cannot have all the goods and services they want; as a result,
they must choose some things and give up others.

Resources:

Yellow pages (for ads and pictures)
Food advertisements
Local newspapers
Local postcards
Nature photos of area
Poster board or large drawing paper
Art supplies

Classroom Activities:

1. Explain the following terms:

Productive resources - all natural resources, human resources, and human-made resources used in the production of goods and services.

Natural resources - gifts of nature; they are present without human intervention

Human resources - the quantity and quality of human effort directed toward producing goods and services.

Capital resources - goods made by people and used to produce goods and services.

2. Divide the class into groups of four or less.

3. Discuss definitions of Productive Resources. Service is labor in a community. Each group should label their large poster with the title of "Productive Resources of "Name of local community".
4. Discuss examples of the productive resources, which are natural, human, or capital resources.
5. Divide poster into three areas and label with titles of "natural resources," "human resources", and "human resources."
5. Brainstorm ideas for each area on chalkboard.
6. Have students choose photos, ads, or draw your own picture to paste in each category.

Assessment activity:

Display posters and let each group explain their choices.

Have the students create a web showing the natural resources of their community.

Combine each group's findings on a transparency to use on the overhead projector.

Lesson 4

Title: Identity Boxes

National Standards Applied:

Social Studies

Standard 1 Culture,

Standard 2 Time, Continuity and Change,

Standard 3 People, Places and Environments,

Standard 4 Individual Development and Identity

Geography for Life

Standard 6 - How culture and experience influence people's perceptions of places and regions.

Goals of Unit/Objectives:

- To introduce students to the similarities and differences of various cultural "identities" in the classroom and their community.
- To encourage students to respect and appreciate other cultures as well as their own.
- To create "Identity Boxes" which will include a collection of materials reflecting the student and their family history/culture.
- To examine how their cultures are similar in some ways and different in others.

Grade Level: K - 6

Time Needed: At the discretion of teacher and grade level (up to one school year)

Resources/Materials

* Large shoe boxes with tops, writing paper, construction paper, crayons, markers, pencils, glue, games, family interview papers, journals, pipe cleaners, maps, photos, small mirrors, chart paper, telephone directories recipes, books, graphs, tapes and computers if available.

Classroom Activities:

1. Read a story to children which expresses cultural diversity, such as *Sing a Song of People* by Lois Lenski and/or *The Keeping Quilt* by Patricia Palacco.
2. Take a photo of each student to put in boxes
3. Provide mirrors for students to look at themselves and then have them look at the other students. Discuss similarities and differences)
4. Each student provides a self-portrait.
5. Make a cloth or paper quilt using student portraits.
6. Provide time for students to play a game finding someone with similar characteristics and /or likes and dislikes.
7. Graph using bar graph and pie graph the ethnicity of each child "Look Who We Are in Room?")
8. Have students bring in large show boxes and decorate them.
9. Provide family tree papers for students and family to fill in.
10. Provide students with family interview questions to take home. Include a map where the students' families come from.
11. Allow students time to share with each other some of their family traits/traditions. Chart similarities.
12. Provide time for students to keep a journal for their identity boxes.
13. Students would bring in one family traditional item (heirloom?), such as a quilt, a book, jewelry. Share and discuss.
14. Students will bring in telephone directories to gather information regarding the ethnic groups, such as, restaurant owners and storeowners established in their community or another community.
15. Invite families to cook favorite family recipe and bring in. Taste and compare. Copy recipes and share. Create a recipe book for each student. Throughout the school year, provide time for students to add to their identity portfolio boxes by providing extended activities relating to their culture. Some items may be taken out and replaced with different items.
16. Establish partnership with another class and/or another school in a different area; rural, urban, suburban and have students share their Identity Boxes and explore the various cultures discovered.

Student Assessment Activities:

- * Items in identity boxes. Discussion and Sharing
- * Journals and photos.
- * Taped interview with students and their feeling about items in their boxes.
- * Students choose one to three (depending on grade level) things that are alike and different from another student/culture. Share.

WHO IS MOST LIKE ME?

Find all those students who are most like you and write down their names

1. Find someone who has the same color hair as you.
2. Find someone with the same color eyes as you.
3. Find someone with the same size hands as you.
4. Find someone who wears the same size shoes/sneakers you do.
5. Find someone who is as tall as you.
6. Find someone who has the same favorite color as you.

BOOKS

The Keeping Quilt by Patricia Polacco - This is a story about tradition. A Russian family comes to America and makes a quilt out of pieces of clothing taken from each family member. The quilt becomes an heirloom and is passed to through generations as a symbol of their home, Russia.

Something Special For Me by Vera B. Williams. - It is tradition for Rosa and her family to save money in a jar and buy items, such as furniture and gifts. When Rosa's birthday comes along, she wants to make sure she spends the hard-earned money on something very special and she does.

The Town Mouse and The Country Mouse by Janet Stevens - an Aesop's fable about two mice. Each feels his life style is the best and invites the other to experience his neighborhood and life style, but in the end each prefers his own.

The Swine Snafu by John Banchi - Pigs and boars are neighbors, but definitely have different personalities and life styles. Pigs are neat and quiet while boars are wild and fun loving. Both Mrs. Pig and wild Flora have their babies the same day in the same hospital at the same time and discovered that just because they are different, it doesn't mean they can't be friends.

Aekyung's Dream by Min Paek - A young Korean immigrant is not very happy living in America. She dislikes her new school where her classmates tease her. After being inspired by a dream about King Sejong of Korea, she learns the language and adjusts to her new school.

Angel Child, Dragon Child by Michele Maria Surat - A refugee child from Vietnam does not have a very pleasant experience in an American school. She gets in a fight with one of the students and puts up with many insults from classmates. They eventually, they resolve their differences.

Hats, Hats, Hats by Ann Morris- This is a photographic glimpse at hats from all over the world. The book provides a description of the hat and in some cases the reason the headgear is worn.

Lesson 5

Title: Memory Lane: Collecting Oral History through Interviews

Grade Level: 4 - 6

Overview: Students will develop interviewing skills as they seek out older members of their community, ask questions about the past, take notes, or record answers and then compile answers.

Objectives:

1. Students develop an appreciation for events of the past.
2. Students learn proper interviewing techniques.
3. Students create an historical document based on first-hand accounts of citizens.
4. Students and older citizens of the community are brought together to communicate.

Standards Addressed:

History

#1 Chronological Thinking
#3 Historical Research Capabilities

Resources/Materials:

Prepared packet of note paper with questions
Pencil, Pen, etc.
Tape recorder

Activities/Procedures:

1. Review procedures for setting up times and date and proper etiquette during an interview.
2. Set up a model interview for students to observe and discuss.
3. Brainstorm questions to ask, keep the primary focus questions to ten or less.
4. Review tape recording and note-taking.
5. Bring collected material and tapes to class and review information collectively.
6. Determine how to present information and data. Some suggestions are graphs for dates, maps for countries, anecdotal stories, etc.
7. Summarize individual interviews and then allow students to contact person interviewed for agreement and consent.
8. Send out copies of finished product and thank you notes.

Examples of Possible Questions

1. What is your name? Was there a reason why you were named that?
2. How old are you? Where were you born?
3. Do you have any brothers or sisters? If yes, how many?
4. Have you ever lived anywhere else? Where?
5. What is your favorite childhood memory?
6. What was your favorite place in our town when you were a kid?
7. Did you like school when you were little?
8. Do you any particular teacher and why?
9. Is there anything that you did not like about our town while growing up?
10. If you could go back to something you remember about the past what would it be?
11. Do you remember a "disaster" in the town like a terrible storm, or blizzard?
12. What was living in this town like during the depression?

** These are just a few of the questions that can be asked. To get the students involved, have them come up with a question that they would like to ask.

PART II: UNIT B

A Standards-Based Sample Unit, Grades 4-6

Title: *A Lighthouse Journey* Teacher's Guide

By Carolyn Carnevale and Debbie Sgambato

Introduction

The National Geographic society awards grant money to certain schools each year. This year our class was chosen to receive the money to study coastal lighthouses of Rhode Island. Let's pretend Mr. Shearer and Mr. Proffer from NGS will be visiting our class to find out what you learned about lighthouses and the geography of Rhode Island. Instead of just telling them about the coastal lighthouses, you are going to create an informational brochure to share with them about all the things you have learned through our lighthouse unit. Your brochure should include the following:

1. A map of RI identifying basic map information.
2. The physical and human characteristics of RI's coastal region.
3. The technology that changed the way lighthouses operated.
4. The importance of saving lighthouses.

Activity 1:

Step 1A: Look at the map "A" of Rhode Island. It is not complete. Label the following

- The States that border Rhode Island
- Two or more bodies of water important to Rhode Island
- Two or more map elements

Sample Response:

Connecticut and Massachusetts

Atlantic Ocean, Scituate Reservoir and Narragansett Bay

Date, author, scale, grid

Step 1B: Now, describe the location of Rhode Island in four different ways using relative location.

Sample Responses:

RI is located in the Northeast, RI is south of Canada, and Connecticut is located West of RI, RI is located North of Florida.

Activity 2:

Step 2A: As you have learned in class, the geography of our coastal regions played a major role in the growth of lighthouses. Look at the map of Rhode Island. There are 5 places that are labeled A, B, C, D, and E. Choose one of these places that you think would be the best place to build a lighthouse in Rhode Island. Give at least three reasons for why you chose that location.

Sample Responses:

Because the land near the ocean is shallow and rocky.

There are many islands located in this area.

There is a narrow entrance into Narragansett Bay.

The weather in this area is prone to fog and hurricanes.

There are lights on bridges that act as lighthouses.

Buoys have improved and mark the highways of the sea with bells, whistles and lights.

The lens on a lighthouse can be seen farther away, so there is no need to build one close to the open ocean.

Activity 3:

Step 3A: The oldest aid to navigation is the lighthouse. Lighthouses are usually built where ships pass close to land. Then the more expensive lightships were built and used in places where lighthouses could not be built. Name at least three jobs that might still rely upon lighthouses today.

Sample Responses:

Fishermen, fishing, boaters, Coast guard, shipping industry, military, lobstermen, clambers, cruise ships and quahoggers.

Step 3B: In recent years, many lighthouses in Rhode Island are no longer operational. Explain at least two effects this has had on jobs or tourism in our state.

Sample Response:

It would not have any affect because technology has almost eliminated the need for lighthouses with buoys and electronic devices.

If technology fails out at sea, then one might have to rely upon lighthouses for their safety to land. Boaters with no technology would have to come in before the dark.

There is no longer a need for lighthouse keepers.

It created more jobs for the coast guard.

The closing would create less tourism for communities that did not upkeep the buildings and/or land.

Tourist would have no place to visit.

History of lighthouses would be lost because no one would know what they were or be able to visit them.

Closing lighthouses created museums, bed and breakfasts, landmarks, historic structures, learning centers, Coast Guard stations, all as tourist attractions.

Activity 4:

Now it is time for you to think about all the information you will use to create your factual brochure about Rhode Island lighthouses. Write a letter to Mr. Proffer from the National Geographic Society and explain to him why you think lighthouses are important to our

State.

Be sure to answer the following questions:

1. What is unique about the Rhode Island and its coastline that made it necessary to build 30 lighthouses?
2. Why are there only 8 lighthouses operating in Rhode Island today?
3. Should we save lighthouses?

Sample Response:

100 Theresa Street
Johnston, RI 02919
January 17, 2000

Dear Mr. Proffer,

I think lighthouses are a very important part of our state. There are three reasons why I feel this way.

Reason one: Our coast is unique. We are a small state and we have over 400 miles of beaches. Narragansett Bay almost divides our state in half and there are many islands in the bay that have rocky coasts. Lighthouses are also important because of the type of weather we get in the Northeast- foggy, icy and hurricane weather. RI also needed to build 30 lighthouses because shipping and commerce were important industries using the bay during colonial times. The lighthouses let travelers know the location they were at by their color and shape.

Reason two: There are only 8 lighthouses that are now operating because of increased technology such as radar, navigational buoys and electronic devices such as

GPS. Bridges have sometimes replaced the need for lighthouses because they have lights on them. In addition, the lens on a lighthouse can be seen at a further distance, so there is no need to build lighthouses so close to each other.

We should save lighthouses because they are an important part of our past. I think lighthouses are beautiful and through them, we can continue to keep the history of our state alive. They also help us to bring tourism to RI. When vacationing in our state, you can not walk into a gift shop and not find pictures, postcards, models, books, calendars, etc. of lighthouses and the ocean. In addition, Ida Lewis is considered one of the most important people to shape Rhode Island's history. She became famous because she was a female lighthouse keeper who saved many lives.

Those are the reasons why I think lighthouses are important to RI. They are very much a part of our past and present and bring many people to our state in the summer to visit them.

Sincerely,

John Doe

**Title: A Lighthouse Journey
Teachers's Guide**

Level: Grade Five

Inquiry Question:

What is unique about the Rhode Island coastline that made it necessary to build 30 lighthouses and why are so few lighthouses needed today?

Geography Standards:

Standard 1 – How to use to use maps, globes, and other geographical tools to acquire, process, and report information.

Standard 4 - The physical and human characteristics of place.

Standard 14- How human actions modify the physical environment.

Standard 18 – How to apply geography to interpret the present and plan for the future

Overview:

This assessment will be designed to provide students with information and activities centered on the physical and human characteristics of Rhode Island's coastal geography. Students will identify basic map information. Students will demonstrate how technology changed the way lighthouses operated, as well as the connection between technology and the closing of lighthouses.

Materials:

Student booklet
Pencils

Time Allotment:

60 – 120 minutes depending upon level of students

Prior Learning:

Students would have completed a unit on lighthouses and lighthouse keepers in Rhode Island. Students would have studied the physical and human characteristics of Rhode Island, where lighthouses are located, and how technology has changed the role of the lighthouse and the lighthouse keeper.

Teacher Administration:

Introduce the assessment and rubrics the students will be using to complete this assessment. Tell them they will be taking three different parts of the test at different times throughout the unit.

Distribute a copy of the student booklet to each student. Tell the students to read the booklet and write their answers in the booklet. Tell them how much time they have to complete each part of the test, when it is given.

Day 1: Students complete the activity 1 and 2

Day 2: Students complete activities 3

Day 3: Students complete activity 4

Scoring Rubric:

Attached

NAME _____ DATE _____

Student Booklet A Lighthouse Journey

Getting Started:

The National Geographic Society awards grant money to certain schools each year. This year our class was chosen to receive the money to study coastal lighthouses of Rhode Island. Let's pretend that Mr. Shearer and Mr. Proffer from NGS will be visiting our class to find out what you learned about lighthouses and the geography of Rhode Island.

Instead of just telling them about the coastal lighthouses, you are going to create an informational brochure to share with them about all the things you have learned through our lighthouse unit.

Your brochure should include the following:

1. A map of RI identifying basic map information.
2. The physical and human characteristics of RI's coastal region.
3. The technology that changed the way lighthouses operated
4. The importance of saving lighthouses.

Activity 1:

Step 1A: Look at the map of Rhode Island. It is not complete.

Label the following:

- The states that border Rhode Island
- Two or more bodies of water in Rhode Island
- Two or more map elements

Step B: Now, describe the location of Rhode Island in four or more different ways using relative location.

1.

2.

3.

4.

Activity 2:

Step 2A:

- As you have learned in class, the geography of our coastal regions played a major role in the growth of lighthouses.
- Look at the map of Rhode Island. There are 5 places that are labeled A, B, C, D, and E.
- Choose one of these places that you think would be the best place to build a lighthouse in Rhode Island.
- Give at least three reasons for why you chose that location.

The place I chose is letter _____

1. _____

2. _____

3. _____

4. _____

Activity 3:

Step3A:

The oldest aid to navigation is the lighthouse. Lighthouses are usually built where ships pass close to land. Then the more expensive lightships were built and used in places where lighthouses could not be built. Name at least three jobs that might still rely upon lighthouses today.

1.

2.

3.

4.

Step 3B:

In recent years, many lighthouses in Rhode Island no longer operate. Explain at least two effects this has had on jobs or tourism in our state.

1.

2.

Activity 4:

Now it is time for you to think about all the information you will use to create your factual brochure about Rhode Island lighthouses. Write a letter to Mr. Proffer from the National Geographic Society and explain to him why you think lighthouses are important to our state.

Be sure to answer the following questions:

1. What is unique about the Rhode Island and its coastline that made it necessary to build 30 lighthouses?
2. Why are there only 8 lighthouses operating in Rhode Island today?
3. Should we save lighthouses?

[illegible]

Writing Profile Scoring Guide

	wt	4 points Advanced	3 points Proficient	2 points Basic	1 point Limited
Idea Development	1x	The writer clearly and consistently stays on the topic throughout the profile. Information accurately follows the pre-writing worksheet.	The writer stays on the topic throughout the profile. Information follows the pre-writing worksheet.	The writer sometimes stays on the topic throughout the profile. Information periodically follows the pre-writing worksheet.	The writer rarely stays on the topic throughout the profile. Information rarely follows the pre-writing worksheet.
Organization	1x	The writer has a clear beginning, middle and end in their profile. Details are in an orderly and impressive fashion.	The writer has a beginning, middle and end in their profile. Details are in an order that make sense.	The writer has some weaknesses in their beginning, middle and/or end of their profile. Some details are confusing.	The writer has many weaknesses in their beginning, middle and/or end of their profile. Most details are confusing.
Voice	1x	The writer clearly knows his/her audience and shows through his/her information what makes a good role model. The writer captures the reader's attention.	The writer knows his/her audience and shows through his/her information what makes a good role model. The writer holds the reader's attention.	The writer is not certain of his/her audience and seldom shows through his/her information what makes a good role model. He sometimes loses the reader's attention.	The writer does not know his/her audience and does not show through his/her information what makes a good role model. He has lost the reader's attention.
Word choice	1x	The writer's choice of words paints a strong, clear and complete picture in the reader's mind	The writer's choice of words paints a clear and complete picture in the reader's mind	The writer's choice of words sometimes paint an unclear and incomplete picture in the reader's mind	The writer's choice of words paint an unclear and incomplete picture in the reader's mind
Sentence Fluency	1x	There is an easy flow and sentence sense that makes this text a delight to read aloud.	There is a sentence flow that makes this text easy to read aloud	There is a sentence flow that makes this text sometimes difficult to read aloud	There is a sentence flow that makes this text often difficult to read aloud
Conventions	1x	The writer uses the correct spelling, capitalization, punctuation and grammar with less than 3 errors.	The writer uses the correct spelling, capitalization, punctuation and grammar with less than 5 errors.	The writer uses the correct spelling, capitalization, punctuation and grammar with less than 10 errors.	The writer uses the correct spelling, capitalization, punctuation and grammar with more than 11 errors.

ORAL PRESENTATION SCORING GUIDE

Standard	wt	4 points Advanced	3 Proficient	2 points Basic	1 point Limited
Speaking		All presenters spoke loudly and clearly	3 out of 4 presenters spoke loudly and clearly	2 out of 4 presenters spoke loudly and clearly	Only 1 presenter spoke loudly and clearly
Cooperative group work		The group worked independently with no teacher intervention and each member equally participated	The group worked with minimal teacher intervention and each member equally participated	The group worked with moderate teacher intervention and most members participated	The group worked with considerable teacher intervention and members did not equally participate
Content/factual accuracy		All story elements, accomplishments and comparisons were thoroughly portrayed	All story elements, accomplishments and comparisons were adequately portrayed	All story elements, accomplishments and comparisons were partially portrayed	All story elements, accomplishments and comparisons were inadequately portrayed
Organization		The presenters consistently stayed on the topic throughout the skit. All details were in an order that made sense	The presenters frequently stayed on the topic throughout the skit. Most details were in an order that made sense	The presenters sometimes stayed on the topic throughout the skit. Some details were in an order that made sense	The presenters rarely stayed on the topic throughout the skit. Few details were in an order that made sense
Materials, costumes, props		All materials, costumes, and props were appropriately chosen, clearly seen and used in an organized fashion	Most materials, costumes, and props were appropriately chosen, clearly seen and used in an organized fashion	Some materials, costumes, and props were appropriately chosen, clearly seen and used in an organized fashion	Few materials, costumes, and props were appropriately chosen, clearly seen and used in an organized fashion

*A paper scores "0" if (a) it is blank; (b) no work is shown (c) what is done has no connection to the topic (d) student was present for assessment with no evidence of work shown

Rhode Island A Lighthouse Journey

Timeline: 4 to 5 weeks

Issue or Problem:

Throughout history, there has been a link between people, land, and lighthouses. This project will examine the lighthouse keeper's experiences and how Rhode Island lighthouses are directly related to the geography of our region. We will explore the history of lighthouses from inception to present day as well as, how technology has dramatically changed the role of lighthouses and their keepers during that time.

Core Question (s):

What is unique about the geography of Rhode Island that made it necessary to build so many lighthouses? Why are so few lighthouses needed today? Who has had more of an impact on the history of lighthouses, Mr. Augustine Fresnel or Ms. Ida Lewis? How has the role of the lighthouse keeper changed from the 1800's to present day? How have lighthouses and their keeper's modified, adapted to or changed the land?

Student Responsibilities:

This unit will have both a language arts and social studies component. In language arts, you will be responsible for creating diary entries, which recount your experience as a lighthouse keeper. In social studies, you will be responsible for creating maps and information about Rhode Island lighthouses.

As a culminating activity, you will be asked to become a journalist for the Providence Journal. You will create your own magazine insert for the Lifestyle section of the Sunday edition. The information for the Lifestyle insert will come from the activities you researched in both Language Arts and Social Studies.



A Lighthouse Journey

Social Studies Tasks:

Each student will complete a variety of tasks depicting RI lighthouses. The tasks below will be required of all students. Your work should be neat and attractively done. Careful attention should be paid to proper spelling and grammar. You should be able to explain the contents of your project to both an adult audience and an audience of your peers.

Task 1:

You will choose a RI lighthouse and create a postcard. You will draw a picture on the front of the postcard. On the back of the postcard you must include the name of your lighthouse, when it was established, any identifying daymarks and the characteristics of the light.

Geography Standard (s): 4

English Language Arts Standards(s): E4a

Assessment: Rubrics included

Task 2:

You will create 3 maps related to RI and lighthouses.

- A) The first map will be a physical map of Rhode Island. The map should include the capital, major physical features of the state, and the city that you call home. Do not forget to use DOGTAILS. (You can exclude the index)
- B) The second map will show the route you would take to get to your lighthouse. Using map scale, determine the approximate distance you will travel to get from your home to your lighthouse. Your map should show the route you took. Write a paragraph telling the modes of transportation you needed to use to get to your lighthouse, as well as highways, bridges, beaches and/or the towns you needed to pass through.
- C) On the third map you will discuss various locations for a new lighthouse. As you have learned in class, the geography of our coastal region played a major role in the growth of lighthouses. Look at the

given map of Rhode Island. There are 5 places that are labeled A, B, C, D, and E. Tell why you would or would not choose each of these places as a location to build a new lighthouse in Rhode Island. Give at least two reasons for each location.

Geography Standard (s): 1, 9

Math Standard(s): M2h, M2j

Assessment: 2A Rubrics included, 2C assessment to be handed out, map outlines for 2A, 2B and 2C will be handed out.

Task 3:

You will create a chart or graph showing the number of lighthouses built in RI during the decades from 1790-1990. This can be done on the computer or by hand. Write a paragraph summarizing the information on your chart.

Geography Standard (s): 9, 17

English Language Arts Standards(s): E1c

Math Standard(s): M4a, M4d

Assessment: Rubrics included, Graph outline will be handed out

Task 4:

After reading, *Beacons of Light Lighthouses* and Cobblestone Magazine's *50 Years at Lime Rock* and researching on your own, you will create a T chart that shows the accomplishments of Ida Lewis and Augustin Fresnel. Include at least four events for each person. Based on your information write a paragraph about who you think had more of an impact on the history of lighthouses.

Geography Standard (s):

English Language Arts Standards(s): E1c, E2c, E4a

Assessment: T-chart will be handed out

BONUS ACTIVITIES

THE FOLLOWING ACTIVITIES ARE BONUS ACTIVITIES. YOU CAN CHOOSE TO COMPLETE AS MANY ACTIVITIES AS YOU HAVE TIME FOR. ALL ACTIVITIES ARE OPTIONAL.

Bonus Activity #1: Make a timeline showing a minimum of 10 significant events from the history of lighthouses during any 200-year period. You must include 2 events about Ida Lewis and 2 events about the Fresnel lens. Write a paragraph explaining how one or more events could have influenced the need or decline of lighthouses in the US.

Bonus Activity #2: Build or construct a replica of a Rhode Island lighthouse from recycled materials and write a paragraph about its history.

Bonus Activity #3: Read a book or watch a movie about lighthouses or lighthouse keepers. Write a summary or draw a storyboard that relate to the main points of the book or movie.

ACTIVITY 4 AND 5 CAN BE DONE WITH A PARTNER.

Bonus Activity #4: Create a PowerPoint presentation about a Rhode Island Lighthouse or about our fieldtrip.

Bonus Activity #5: Create a board game about Rhode Island lighthouses.

PART II: UNIT C

A Standards-Based Sample Unit, Grades 4-8

**Title: *Meeting of the Minds: Let's Talk History*
*A Journey into the Minds of Famous Women***



Carolyn Carnevale and Debbi Sgambato
RI-ASCD summer Institute 2000
Grade 5

General Information

Task Title: “Meeting of the Minds” Let’s Talk History

Grade Level(s): 5

Content Area(s): Reading, writing, speaking

Task Developer(s) Carolyn Carnevale carolynce@ids.net
Debbi Sgambato sgamdeb@aol.com
Winsor Hill Elementary School
Johnston School Department

ASCI Contact Person(s):

Joseph Mills, Jr.	joemillsjr@aol.com
Daniel Nuzzi	dannuzzi@dmv.com
Jay McTighe	jmctigh@aol.com
Robert Jervis	bob3of5@aol.com
HB Lantz	hbl2nsw@aol.com
Beverly Pish	bpish@erols.com

Content Standards/Benchmarks Assessed:

Reading E1c The student reads and comprehends informational material and creates written work that summarizes, relates and extends topic and information

Writing E2a The student produces a report

Speaking E3c The student prepares and delivers a presentation

Application A5a The student works with others to complete a task

Task Overview

In “The Meeting of the Minds. Let’s Talk History”, students study famous women in history with the hopes of gaining a historical perspective on what makes someone famous. The focus will be on woman who have been inducted into the “Women’s Hall of Fame” and will give students a clearer understanding of the character traits inherent in positive role models. With February being Black History month, the unit will begin in February with a brainstorming activity in which students will use a graphic organizer to determine all the traits associated with a positive role model and compare those trait to Rosa Parks. In March, students will select any famous woman in history that is listed on the Women’s Hall of Fame website. They will produce a 5-paragraph essay, and a crossword puzzle on this famous woman, which will provide them with the foundation necessary for answering the question: What makes a person a good role-model?

The culmination of the unit will involve students producing a skit in which two famous women are engaged in a conversation portraying their accomplishment.

Approximate Time Required:

In school: 14x 45 minutes

Out of school: 3x- 20 minutes

The month of March is Woman in History Month and the month of February is Black History Month. An effective way to begin this unit would be to do Activities 1 and 2 in February on 2 famous black Americans. The remainder of the unit would tie in perfectly with Woman in History Month.

7 lessons will be required leading to the skit.

In preparation for the skit, at least 6 lessons will be required to allow for continued, consistent practice.

Prerequisite Knowledge and Skills:

- How to write a 5 paragraph essay
- How to create a crossword puzzle
- How to work cooperatively
- How to present orally to an audience
- Use of the computer to research

Task Activities

Task Activity 1 Brainstorming Activity

Content Standard(s)/Benchmark(s) Assessed:

Materials/ Resources:

Chart paper
Overhead
Chalkboard
Graphic Organizer
Article or story on Rosa Parks or any famous black role-model.

Sequence

Students will brainstorm as a class, what makes a positive role model using an overhead or chalkboard to list responses.

Teacher will introduce the following vocabulary words:
achieve, mentor, role-model, inspire, determination, dignity and potential

Students will be given a graphic organizer in which the word “role-model” will be placed in the middle. Students will then decide what makes a positive role model using the words above to guide them.

Example: A positive role model is a person who sets high goals for themselves and strives diligently to **achieve** those goals.

Students will read an article on Rosa Parks and determine what qualities she possesses as a good role model.

Evaluation Tools: None – This is an enabling activity

Task Activity 2 Brainstorming Activity

Content Standard(s)/Benchmark(s) Assessed:

Materials/ Resources:

Graphic organizer for comparison (not included in booklet)
Chart paper

Sequence

Students will brainstorm as a class, the difference between what make someone famous and what makes someone a good role model. They will answer the following 2 questions:

1. Is a good role model always famous?
2. Is someone famous always a good role model?

Teacher will provide students with scenarios of athletes who are famous. Students will determine which ones are good role models and which ones are not. Based on activity one they will be able to justify their answers.

Evaluation Tools: None – This is an enabling activity

Task Activity 3 Group Profile Enabling Activity

Content Standard(s)/Benchmark(s) Assessed:

Materials/ Resources:

Pre-Writing Worksheet
Story on Eleanor Roosevelt
Overhead projector
Writing Rubric
Web site: <http://www.greatwomen.org/grtwmn.htm>
The National Women's Hall of Fame

Sequence

As a class students will complete a pre-writing worksheet to help guide them into writing a 5-paragraph essay (profile) on Eleanor Roosevelt using the on-line site the students will be using in activity 4.(See Attached)

After worksheet is complete, the class will write a 5-paragraph essay that is teacher directed.

The five-paragraph essay will consist of the following:

Paragraph 1: Answer the questions who, what, where, why and when.
Paragraph 2: What makes this woman a good role model?
Paragraph 3: List and describe 1 character trait
Paragraph 4: List and describe 2nd character trait
Paragraph 5: Restate why this person is a good role model and why you feel she belongs in the Women's Hall of Fame.

The class will use the writing rubric to score the class-completed essay.

Creating Your Own Profile: A Pre-Writing Worksheet

Choose a person from the Women's Hall of Fame website and research her life and work. Answer the questions below to guide your note taking and organize your information before drafting a profile. Then use the worksheet to create your profile.

Paragraph 1: Answer the Questions: Who, What, Where, Why and When.

Who is your subject?

What is she known for?

When and where was she born? Is she still alive? If not, when did she die?

Why did you choose this person? Relate your answer to her accomplishment.

Paragraph 2:
What Makes This Woman a Good Role Model?

What did this woman achieve?

Why does this make her a good role model? (Be sure to use vocabulary terms from the Rosa Parks lesson) Justify your answer with at least two examples.

Paragraph 3:

What is her most significant character trait?

Tell how this trait helped her to achieve her accomplishment. Be sure to give evidence using at least two examples from her life.

Paragraph 4:

What is her second most significant character trait?

Tell how this trait helped her to achieve her accomplishment. Be sure to give evidence using at least two examples from her life.

Paragraph 5: Concluding Paragraph.

Restate why this person is a good role model and why you feel she belongs in the Women's Hall of Fame.

Writing Profile Scoring Guide

	wt	4 points Advanced	3 points Proficient	2 points Basic	1 point Limited
Idea Development	1x	The writer clearly and consistently stays on the topic throughout the profile. Information accurately follows the pre-writing worksheet.	The writer stays on the topic throughout the profile. Information follows the pre-writing worksheet.	The writer sometimes stays on the topic throughout the profile. Information periodically follows the pre-writing worksheet.	The writer rarely stays on the topic throughout the profile. Information rarely follows the pre-writing worksheet.
Organization	1x	The writer has a clear beginning, middle and end in their profile. Details are in an orderly and impressive fashion.	The writer has a beginning, middle and end in their profile. Details are in an order that make sense.	The writer has some weaknesses in their beginning, middle and/or end of their profile. Some details are confusing.	The writer has many weaknesses in their beginning, middle and/or end of their profile. Most details are confusing.
Voice	1x	The writer clearly knows his/her audience and shows through his/her information what makes a good role model. The writer captures the reader's attention.	The writer knows his/her audience and shows through his/her information what makes a good role model. The writer holds the reader's attention.	The writer is not certain of his/her audience and seldom shows through his/her information what makes a good role model. He sometimes loses the reader's attention.	The writer does not know his/her audience and does not show through his/her information what makes a good role model. He has lost the reader's attention.
Word choice	1x	The writer's choice of words paints a strong, clear and complete picture in the reader's mind	The writer's choice of words paints a clear and complete picture in the reader's mind	The writer's choice of words sometimes paint an unclear and incomplete picture in the reader's mind	The writer's choice of words paint an unclear and incomplete picture in the reader's mind
Sentence Fluency	1x	There is an easy flow and sentence sense that makes this text a delight to read aloud.	There is a sentence flow that makes this text easy to read aloud	There is a sentence flow that makes this text sometimes difficult to read aloud	There is a sentence flow that makes this text often difficult to read aloud
Conventions	1x	The writer uses the correct spelling, capitalization, punctuation and grammar with less than 3 errors.	The writer uses the correct spelling, capitalization, punctuation and grammar with less than 5 errors.	The writer uses the correct spelling, capitalization, punctuation and grammar with less than 10 errors.	The writer uses the correct spelling, capitalization, punctuation and grammar with more than 11 errors.

Activity 4

Research and Writing Activity – Women’s Profile

Content Standard(s)/Benchmark(s) Assessed:

Reading E1C The student reads and comprehends informational material and creates written work the summarizes, relates and extends topic and information
Writing E2a The student produces a report

Materials/ Resources:

Pre-Writing Worksheet/Graphic Organizer (Refer to activity 3)

Writing Rubric (Refer to activity 3)

Web site: <http://www.greatwomen.org/grtwmn.htm>

The National Women’s Hall of Fame

2 other resources on 1 woman (books, encyclopedias, magazines, newspapers)

Sequence

1. Students will explore the National Woman’s Hall of Fame web-site and select a woman to research.
2. Students will obtain 2 other sources for further research (books, encyclopedias, Magazines, newspapers)
3. Students will answer the questions from the pre-writing worksheet/graphic organizer before drafting a profile.
4. Students will write a 5-paragraph essay (Profile). They will produce a rough draft first, which will be peer and self-evaluated using the writing rubric the class developed in the beginning of the year.
5. Students will create a cover for their profile. They may draw a portrait or paste a photograph of their woman within the border. They should include a caption under the picture describing her claim to fame.

Evaluation purpose:

-X---- formative

----- summative

Evaluation Tools:

--X--- analytic rubric

----- holistic rubric

----- performance list

Modifications/Accommodations (special education):

Student may be given additional time to complete the written assignment.

Teacher may discuss responses before writing.

Student may dictate into a tape recorder.

Student may be supplied with topic and closing sentences for each paragraph.

Students may use pictures, drawings and diagrams as part of their written response.

Extensions (enrichment):

Student could research 2 women and compare and contrast using the guidelines in the activity.

Task Activity 5 Creating a Crossword Puzzle

Content Standard (s)/Benchmark (s) Assessed:

Reading E1c The student read and comprehends informational material and creates written work that summarizes, relates and extends the topic.

Writing E2a The students produce a report.

Materials/Resources:

Completed Profile

Performance Task Assessment List

Sequence

1. Students will create a crossword puzzle obtaining information from their profile.
2. Students will refer to their profile and create 10 questions and answers (2 from each paragraph).
3. Students will self and peer edit their crossword puzzle using the Performance Task Assessment List.
4. Students attach the finished crossword puzzle to their profile.

Evaluation purpose summative

Evaluation Tools: Performance List

Performance list

Modifications/Accommodations

Teacher may help student lay out and develop the crossword puzzle

Student can create 5 questions and answers, 1 from each paragraph.

Student may be given additional time.

Extensions (enrichment)

Student may write 15 or more questions and include 3 questions from each paragraph in their puzzle.

Students may work in groups of two and create 1 crossword puzzle about 2 women.

CROSSWORD PUZZLE SCORING GUIDE

Standard	4 points Advanced	3 points Proficient	2 points Basic	1 point Limited
Ideas	I have exceptional clues and answers that relate directly to the subject matter of my puzzle	My clues and answers relate directly to the subject matter of my puzzle	Most of my clues and answers relate directly to the subject matter of my puzzle	Few of my clues and answers relate directly to the subject matter of my puzzle
Organization	All of my squares connect with a common letter both across and down. The number of squares correctly matches the number of letters in each word. I have a title and my work is neat and organized	Most of my squares connect with a common letter both across and down. The number of squares correctly matches the number of letters in each word. I have a title and most of my work is neat and organized	Some of my squares connect with a common letter both across and down. The number of squares correctly matches the number of letters in each word. I have a title and some of my work is neat and organized	Few of my squares connect with a common letter both across and down. The number of squares correctly matches the number of letters in each word. I have a title and my work is not very neat and/or organized
Layout	I have 13 or more clues some are going across and some are going down.	I have at least 12 clues some are going across and some are going down.	I have less than 11 clues some are going across and some are going down.	I have less than 8 clues some are going across and some are going down.
Creativity	I have clear, concise and creative clues	I have clear and concise clues	I have some clear and concise clues	I have few clear and concise clues
Conventions	I have correctly spelled each word using the proper grammar and punctuation	I have correctly spelled most words using the proper grammar and punctuation	I have correctly spelled some words using the proper grammar and punctuation	I have correctly spelled a few words using the proper grammar and punctuation

*A paper scores "0" if (a) it is blank; (b) no work is shown (c) what is done has no connection to the topic (d) student was present for assessment with no evidence of work shown

Task Activity 6

“Meeting of the Minds – Let’s Talk History”

A skit on Famous Women in History

Content Standard

Speaking E3c The student prepares and delivers a presentation

Reading E1c Read and comprehend informational material and create written work that summarizes, relates and extends topic and information.

Materials/Resources:

Finished Profile from each student

Video Recorder and Tape

Graphic Organizer s (not provided)

-Comparison Chart

-Story Elements

Sequence

1. Students will be placed in groups of 4 (2 males and 2 females, if possible).
2. Students will learn about other women in their group by reading other student’s essays and then completing the crossword puzzle in each member’s profile.
3. Students will select 2 women from the group’s profiles to perform their skit.
4. Students will compare and contrast both women (using a graphic organizer as done in activity 2) focusing on character traits, accomplishments and importance in history.
5. Students will develop a skit representing questions answered in their Profile. The following story elements (obtained from the 2 profiles) must be portrayed in their skit: characters, setting, plot (beginning, middle and end), and overall theme
6. The plot for each skit will be in the form of a conversation between the 2 selected women.
7. Each skit must portray:
 - Each woman’s accomplishment
 - Each woman’s similarities and differences from a historical perspective
8. Students will work cooperatively in groups making sure each member has an active speaking role.
 - Example: Males roles – husbands, sons, chauffeur, narrator, male counterpart
9. Each student must bring in a prop representing either woman.
 - (Possible homework assignment: Each student writes a paragraph on how his or her prop relates to the significance of the woman)

10. Students will be given ample time during class to rehearse.
11. Students will present a performance rehearsal that will be video taped by teacher. Teacher will conference with each group and give students the opportunity to evaluate themselves using a rubric provided by teacher.

Modifications/Accommodations

Students could be paired with one student they feel comfortable with to assist in their role, along with teacher support.

Evaluation purpose: formative

Evaluation Tools: analytical rubric

ORAL PRESENTATION SCORING GUIDE

Standard	wt	4 points Advanced	3 Proficient	2 points Basic	1 point Limited
Speaking		All presenters spoke loudly and clearly	3 out of 4 presenters spoke loudly and clearly	2 out of 4 presenters spoke loudly and clearly	Only 1 presenter spoke loudly and clearly
Cooperative group work		The group worked independently with no teacher intervention and each member equally participated	The group worked with minimal teacher intervention and each member equally participated	The group worked with moderate teacher intervention and most members participated	The group worked with considerable teacher intervention and members did not equally participate
Content/factual accuracy		All story elements, accomplishments and comparisons were thoroughly portrayed	All story elements, accomplishments and comparisons were adequately portrayed	All story elements, accomplishments and comparisons were partially portrayed	All story elements, accomplishments and comparisons were inadequately portrayed
organization		The presenters consistently stayed on the topic throughout the skit. All details were in an order that made sense	The presenters frequently stayed on the topic throughout the skit. Most details were in an order that made sense	The presenters sometimes stayed on the topic throughout the skit. Some details were in an order that made sense	The presenters rarely stayed on the topic throughout the skit. Few details were in an order that made sense
Materials, costumes, props		All materials, costumes, and props were appropriately chosen, clearly seen and used in an organized fashion	Most materials, costumes, and props were appropriately chosen, clearly seen and used in an organized fashion	Some materials, costumes, and props were appropriately chosen, clearly seen and used in an organized fashion	Few materials, costumes, and props were appropriately chosen, clearly seen and used in an organized fashion

*A paper scores "0" if (a) it is blank; (b) no work is shown (c) what is done has no connection to the topic (d) student was present for assessment with no evidence of work shown

Student Materials

Task Title: “Meeting of the Minds Let’s Talk History” A Journey in the Minds of Famous Women

Task Introduction

As a historian, you and 3 classmates have been asked by the History Channel to produce a skit depicting famous women in history. Your skit will be in the form of a conversation in which you will examine and compare the accomplishments and character traits of two famous women. As a result of your performance, 3rd – 5th graders will gain a better understanding of “What makes someone positive role model?”

In an effort to complete this task each of you will be creating a profile on 1 famous woman in history (selected from the “Woman’s Hall of Fame” website.) Your profile will consist of:

1. A cover in which you may draw a portrait or paste a photograph of your woman
2. A 5 paragraph essay about this woman explained in activity 1
3. A crossword puzzle relating to this woman explained in activity 2

Materials (materials that are given to students):

Directions to Student

Activity 1 –

- You will explore the National Woman’s Hall of Fame web-site (<http://www.greatwomen.org/grtwmn.htm>) and select a woman to research.
- You will obtain 2 other sources for further research (books, encyclopedias, magazines, newspapers)
- You will answer the questions from the pre-writing worksheet/graphic organizer before drafting a profile.
- You will write a 5-paragraph essay (Profile). You will produce a rough draft first, which will be peer and self-evaluated using the writing rubric attached.
- You will create a cover for their profile.
- You will draw a portrait or paste a photograph of your woman.. You should include a caption under the picture describing her claim to fame.

Activity 2 –

- You will create a crossword puzzle obtaining information from your profile.

- You will refer to your profile and create 10 questions and answers (2 from each paragraph).
- You will self and peer edit your crossword puzzle using the Performance Task Assessment List given to you from your teacher.
- Once you have completed your crossword puzzle attach the finished crossword puzzle to your profile.

Activity 3 -

- You will be placed in groups of 4 determined by your teacher.
- You will learn about other women in your group by completing the other three crossword puzzle from each member's profile.
- You will select 2 women from the group's profiles to perform a skit.
- You will compare and contrast both women (using a graphic organizer as done in activity 2) focusing on character traits, accomplishments and importance in history.
- You will develop a skit representing questions answered in your Profile. The following story elements (obtained from the 2 profiles) must be portrayed in the skit: characters, setting, plot (beginning, middle and end), and overall theme
- The plot for each skit will be in the form of a conversation between the 2 selected women.
- Each skit must portray:
 - both woman's accomplishment
 - both woman's similarities and differences from a historical perspective
- You will work cooperatively in your groups making sure each member has an active speaking role.
 - Example: Males roles – husbands, sons, chauffeur, narrator, male friends
- Each group member must bring in a prop representing either woman.
- You will be given ample time during class to rehearse.
- You will have a performance rehearsal that will be video taped by teacher. The teachers will conference with your group individually, and give you the opportunity to evaluate yourselves using a rubric provided by teacher.

CROSSWORD PUZZLE SCORING GUIDE

Standard	4 points Advanced	3 points Proficient	2 points Basic	1 point Limited
Ideas	I have exceptional clues and answers that relate directly to the subject matter of my puzzle	My clues and answers relate directly to the subject matter of my puzzle	Most of my clues and answers relate directly to the subject matter of my puzzle	Few of my clues and answers relate directly to the subject matter of my puzzle
Organization	All of my squares connect with a common letter both across and down. The number of squares correctly matches the number of letters in each word. I have a title and my work is neat and organized	Most of my squares connect with a common letter both across and down. The number of squares correctly matches the number of letters in each word. I have a title and most of my work is neat and organized	Some of my squares connect with a common letter both across and down. The number of squares correctly matches the number of letters in each word. I have a title and some of my work is neat and organized	Few of my squares connect with a common letter both across and down. The number of squares correctly matches the number of letters in each word. I have a title and my work is not very neat and/or organized
Layout	I have 13 or more clues some are going across and some are going down.	I have at least 12 clues some are going across and some are going down.	I have less than 11 clues some are going across and some are going down.	I have less than 8 clues some are going across and some are going down.
Creativity	I have clear, concise and creative clues	I have clear and concise clues	I have some clear and concise clues	I have few clear and concise clues
Conventions	I have correctly spelled each word using the proper grammar and punctuation	I have correctly spelled most words using the proper grammar and punctuation	I have correctly spelled some words using the proper grammar and punctuation	I have correctly spelled a few words using the proper grammar and punctuation

*A paper scores "0" if (a) it is blank; (b) no work is shown (c) what is done has no connection to the topic (d) student was present for assessment with no evidence of work shown

Creating Your Own Profile: A Pre-Writing Worksheet

Choose a person from the Women's Hall of Fame website and research her life and work. Answer the questions below to guide your note taking and organize your information before drafting a profile. Then use the worksheet to create your profile.

Paragraph 1: Answer the Questions: Who, What, Where, Why and When.

Who is your subject?

What is she known for?

When and where was she born? Is she still alive? If not, when did she die?

Why did you choose this person? Relate your answer to her accomplishment.

Paragraph 2:

What Makes This Woman a Good Role Model?

What did this woman achieve?

Why does this make her a good role model? (Be sure to use vocabulary terms from the Rosa Parks lesson) Justify your answer with at least two examples.

Paragraph 3:

What is her most significant character trait?

Tell how this trait helped her to achieve her accomplishment. Be sure to give evidence using at least two examples from her life.

Paragraph 4:

What is her second most significant character trait?

Tell how this trait helped her to achieve her accomplishment. Be sure to give evidence using at least two examples from her life.

Paragraph 5: Concluding Paragraph.

Restate why this person is a good role model and why you feel she belongs in the Women's Hall of Fame.

GLOSSARY OF TERMS

ACCOUNTABILITY - School, district and state responsibility to ensure the academic success of all students. Used in conjunction with indicators which measure school and student progress towards learning goals, high graduation rates, etc., and includes the on-going reporting of progress.

ALTERNATIVE ASSESSMENTS - Techniques that have not traditionally been used to assess student knowledge and understanding. May also refer to techniques used by districts to assess the achievement of a small number of students for whom state assessments are not appropriate.

ASSESSMENT - A wide range of techniques such as performances, questionnaires, observations, tests, etc., used to measure and understand student accomplishments. These processes may be used to judge the quality and range of student achievement, and they may also provide feedback for improving instructional practice and educational program design.

AUTHENTIC ASSESSMENTS - Alternatives to conventional, multiple-choice, and true-false testing that both mirror and measure how well students use knowledge, skills and competencies to solve real-world tasks and problems. Examples include exhibitions, performances, written or oral responses, journals and portfolios.

BENCHMARKS - Evidence of student performance expected at certain points in time; grades 4, 8, and 11 are often "benchmark years". For instance, benchmarks in social studies are measured against the standards of the various disciplines (history, geography, etc.)

CERTIFICATE OF ADVANCED MASTER (CAM) - Certification of student work at an advanced level following the CIM (see below) that applies and extends the skills and knowledge of the CIM six areas: Arts and communication, Business and Management, Health Services, Human Resources, Industrial and Engineering Systems, Natural Resource Systems. Students' work is based on a written plan that focuses on the attainment of those skills and knowledge that prepare students for further education and the workplace.

CERTIFICATE OF INITIAL MASTERY (CIM) - A certificate of student accomplishment which takes place when performance is demonstrated, generally at or about grade 10 or age 16 rather than after a predetermined number of years has been spent in school. A combination of traditional tests, performance measures, collections of student work over time, and projects or exhibitions will create a portfolio of performance that will provide first hand evidence for awarding the CIM.

COMMON CORE - Statements of the knowledge, skills and competencies that all learners should attain. Broad foundation statements that embody what learners should know and be able to do to meet the opportunities and challenges of the 21st century.

CONTENT STANDARDS - Definitions of what students should know and be able to do. They describe the knowledge, skills, and understandings students should have in particular subject areas in order to attain high levels of competency. Content standards provide guidelines for what schools should teach to ensure that all students are prepared to live and work in the 21st century.

CRITERIA - Descriptions of the most important features of a learning goal, content standard, or opportunity-to-learn standard that can be used to judge what students know and are able to do; for example, with regard to student work, the most important aspects of a product or performance criteria provide a basis for evaluating student work.

CURRICULUM FRAMEWORK - A guide for districts, schools, institutions of higher education, teachers, administrators, and state officials to use in planning, supporting, implementing, and evaluating programs. It identifies the important concepts, principles, and content for a respective subject matter area(s) and also provides suggestions about how this subject matter can best be taught in light of research and professional craft knowledge. It is not a detailed curriculum, i.e., it does not answer the question, "What do I do with my students on Monday?" Schools and teachers may use a wide array of curriculum materials, instructional strategies, and assessment techniques to enable students to gain the understandings, insights, and skills that the framework discusses.

CURRICULUM STANDARD - A term that is often used to describe a content standard. Curriculum standards identify what students should know and be able to do at different grade levels in the various subject areas.

EDUCATION STANDARDS - Describe: (1) expectations for what all students should know and be able to do; and (2) the conditions that enable students to achieve success. Education standards include content standards, performance standards, and opportunity-to-learn standards.

FRAMEWORKS - See CURRICULUM FRAMEWORK.

LEARNING COMMUNITY - A community that results when all (teachers, parents, administrators, students community partners) in the school community are lifelong learners, learning individually and together.

PERFORMANCE ASSESSMENTS - Processes whereby students use knowledge, skills and competencies to construct responses to problems.

Responses are rated according to pre-established scoring rubrics related to the standards the performance is measuring.

PERFORMANCE STANDARD - An agreed upon level of acceptable accomplishment for an area of student learning, and exemplified by a benchmark set of student work; for example, a benchmark of student work might be a collection of student writing which typifies acceptable writing abilities at a particular grade level. Student work is collected through performance assessments. Standards are characterized by high expectations of what is acceptable for all learners.

PORTFOLIO - A representative, carefully selected collection of one's work. It provides documentation of what the student knows and can do in a particular context and serves as the basis for evaluation of work in progress or work over time. As evaluation, portfolios provide direct evidence of the student's progress toward achieving student learning goals.

PROFESSIONAL DEVELOPMENT - A system of continuous growth and learning which builds the capacity of a school community to respond to the needs of all learners.

RUBRIC - A set of guidelines used to assign score points, or scores, to student work by providing descriptions and criteria for different levels of performance. A rubric for scoring points from 0 to 4, for example, would include various levels of the major criteria or dimensions to be achieved.

SOCIAL STUDIES - The integrated study of the social sciences and humanities to promote civic competence. (For additional information, see N.C.S.S. definition, page 1, Chapter One).

